PROVINCE OF SASKATCHEWAN

11-12

PLAN FOR 2011-12

MINISTRY OF EDUCATION

MINISTRY PLAN FOR 2010-11

Statement from the Minister

I am pleased to present my Ministry's Plan for the upcoming year. In this Plan we identify how the Ministry of Education aligns with Government's direction for 2011-12.

Our Government recognizes that the success of our children and youth is foundational to a secure and prosperous Saskatchewan. Our education, library, and child care sectors have a critical role in preparing and supporting Saskatchewan people to be successful citizens.

Ensuring student achievement, encouraging healthy lifestyles, and preparing students for success in both school and life is a big part of the *Saskatchewan Advantage*. Student achievement is a top priority for the Government of Saskatchewan; it is central to the continued growth and prosperity of our province.

Saskatchewan is growing, and there are new opportunities for our residents. We want to ensure that Saskatchewan people are given every opportunity to succeed in the new Saskatchewan.

I accept responsibility for furthering Government's commitments while ensuring the Ministry is managed with integrity and professionalism, with a commitment to Government's corporate values and principles. Examining programs and services to ensure the most effective and efficient delivery possible is a key priority for all ministries and an activity that will be reported on as results are achieved.

I will report on the progress made toward this Plan, including commitments made in the Minister's **2010 Mandate Letter**, within the financial parameters provided to my Ministry, in the Ministry's annual report.

The Honourable Donna Harpauer
Minister of Education

Response to Government Direction

Government's plan for the upcoming year is described in the *Government Direction for 2011-12: The Saskatchewan Advantage*. The 2011-12 Budget supports this plan by maintaining and improving our quality of life through enhanced public services and creating more opportunities for all Saskatchewan citizens. Responsible fiscal management means finding the right balance between debt reduction, tax relief, investing in short-term capital infrastructure projects, and matching program spending to long-term, sustainable revenues.

Meanwhile, Government continues to promote effectiveness and efficiency throughout the public service; is continuing with its four-year plan to reduce Government's footprint; and has adopted a "Lean" culture of continuous improvement in the delivery of programs and services.

Ministry Plans for 2011-12 support the fulfillment of Government's **vision for a secure and prosperous Saskatchewan, leading the country in economic and population growth, while providing opportunity for a high quality of life for all**. Government's goals and priorities for the upcoming year are described in the *Government Direction* document, as well as in each ministry plan.

The Plan for 2011-12 communicates a high-level framework for the Ministry's key activities in the upcoming year. All ministries and agencies will report on results achieved or not yet achieved, in their annual reports, to honour Government's commitment to keep its promises, and to ensure greater transparency and accountability to Saskatchewan people.

Mission Statement

The Ministry of Education provides strategic, innovative, and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy, and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth.

Strategies and Actions

Government Goal – Economic Growth

Sustain **Economic Growth** for the benefit of Saskatchewan people, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.

Strategy	Key 2011-12 Actions
Support positive learning experiences, and academic and holistic development of young children	• Strengthen early learning and child care by increasing the number of child care spaces, and the number of Prekindergarten (PreK) spaces for vulnerable children. • Strengthen outcomes and provide leadership to Early Childhood Intervention Program (ECIP) boards for children and families who access support through ECIPs. • Continue working with school divisions regarding the demand for child care facilities in schools. • Continue to enhance the *KidsFirst* program to include implementation of effective and efficient strategies pursuant to the 2009-10 analysis of the program based on results of a three-year evaluation. • Complete the compilation of Early Development Instrument (EDI) baseline data of Kindergarten classes, and incorporate the EDI results within provincial and core indicators.

Strategy	Key 2011-12 Actions
Support improved student achievement and well-being, and literacy of all learners	• Cultivate an environment throughout the education system that fosters greater student performance and achievement and focuses on reducing absenteeism and increasing graduation rates: ~ Ensure that outcomes-based curriculum is designed in English and French in various areas of study. ~ Ensure that outcomes-based curriculum is introduced in English and French in various areas of study. ~ Make outcomes-based curriculum available for implementation in English and French in various areas of study. • Develop a strategy to support higher student achievement in mathematics, reading, and science to a level equal to the Canadian standardized average. • Ensure that children and youth engage in 30 minutes of moderate to vigorous physical activity daily, and increase healthy food options in schools. • Incorporate treaty education outcomes throughout K-12 curriculum. • Ensure development of curriculum that includes environmental education, conservation and sustainability for all schools by developing a K-12 framework for Education for Sustainable Development (ESD) to be incorporated into K-9 outcomes-based curriculum already developed and into secondary level curricula being developed. • In collaboration with public libraries, develop and begin phased-in implementation of best practices to support early language and literacy development in young children. • In collaboration with public libraries, work towards policy development and implementation for family literacy to help families understand the importance of young children's language and literacy development. • Finalize and begin implementation of the Provincial Literacy Strategy throughout government and the province. • Support the renewal of the *Caring and Respectful Schools* model policy to support school divisions in strengthening their policies and practices to prevent bullying. • Develop two resource guides to support both the Response to Intervention model and the Adaptive Dimension policy. • Continue implementation of *Inspiring Success: Building Towards Student Achievement, First Nations and Métis Education Policy Framework.* • In collaboration with the Ministry of Advanced Education, Employment and Immigration, explore the Ministry's role in international education.

Government Goal – Security

Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.

Strategy	Key 2011-12 Actions
Provide equitable opportunities for all students regardless of where they live or their personal circumstances	• Encourage school divisions to adopt a needs-based delivery model to support students with intensive needs. • Continue to advance technological infrastructure and further expand distance education and tele-learning opportunities. • Continue to provide dedicated funding for schools that meet stringent criteria as Schools of Opportunity. • Support the development of a draft provincial strategy for Autism Spectrum Disorders (ASD) and Fetal Alcohol Spectrum Disorder (FASD). • Develop five distance education professional learning modules on English as an Additional Language to support classroom teachers with newcomer students. • Work with business and community partners to implement an Individual Achievement Accounts program focused on improving student retention, graduation, employability, and financial literacy and life skills. • Expand the Saskatchewan Multitype Digitization Initiative to create a central on-line repository that would provide seamless access across the province to important historical, cultural and artistic digital collections in support of PreK-12 curriculum and lifelong learning. • Implement the policy developed in 2010-11 that guides the Ministry in translating its documents into French, in a timely fashion, for all sectors within the Minister's mandate. • Complete government's funding commitment to develop the Single Integrated Library System infrastructure. • Contribute to the development of the Northern Action Plan, led by the Ministry of First Nations and Métis Relations, to address inequities in achievement between northern and southern students.
Support all early learning to Grade 12 learners in transitioning to, within, between, and from education systems	• Investigate the feasibility of extending the tracking of Grade 12 students into the post-secondary system through use of a single student identifier. • Re-establish the priorities of the Shared Standards and Capacity Building Council by entering into a new Memorandum of Understanding with the Federation of Saskatchewan Indian Nations to focus on issues related to student transitions between the provincially funded and First Nations education systems. • Continue to work with other human service ministries and the Regional Intersectoral Committees to develop a framework for the collection, distribution, and use of data to improve evidence-based decision-making.

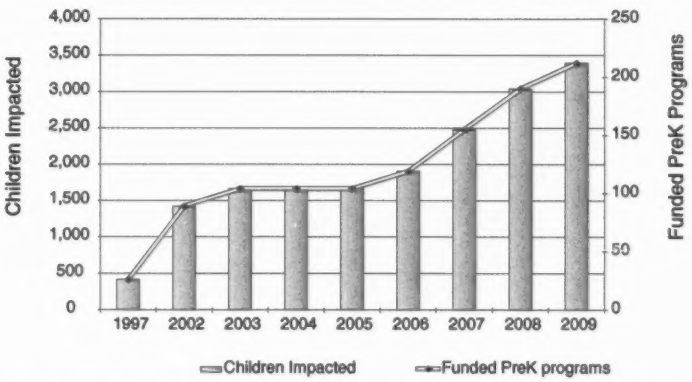
Government Goal – Promises

Keep Government's **Promises** and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

Strategy	Key 2011-12 Actions
Support strong system-wide accountability and governance	• Develop the School Community Council Action Plan and undertake actions recommended. • Continue to build an action plan that will address concerns of the Provincial Auditor with regard to 'instructional time' as prescribed in *Core Curriculum: Principles, Time Allocations, and Credit Policy*. • Revisit the design of Assessment for Learning to address concerns about the comparison of results at the provincial level. • Strengthen the Continuous Improvement Framework regarding: – bi-annual conferencing processes; – increased level of public reporting; – First Nations and Métis Action Plans; and, – school divisions conferencing with their schools. • Update, implement, monitor, and share provincial and school division data in Personal Program Plans, as identified in *Intensive Supports Pupils Guidelines 2010-11*. • Work towards public libraries becoming compliant with Public Sector Accounting Board (PSAB) requirements. • Recommend renewed legislation and regulations for home-based education for approval by Cabinet and renew policies to align with the new legislation and regulations. • Continue to develop a framework of accountability and reporting for provincially funded independent schools. • Work with partners to continue to develop and implement a new PreK-12 funding distribution model, including supporting school divisions in developing a strong financial reporting structure to facilitate the year-end reporting process for the Ministry, school divisions, and auditors. • Continue to develop an Enterprise Risk Management framework that will enhance the Ministry's ability to identify, assess, and manage key risks to achieving its objectives.
Enhance learning facilities, including child care centres, PreK-12 institutions, and public libraries	• Develop a long-term PreK-12 infrastructure strategy. • Allocate funding for school facilities capital to support educational opportunities.

Strategy	Key 2011-12 Actions
Improve the effectiveness and efficiency of the Ministry's programs and services so as to ensure the best use of public funds	• Create a culture of efficiency and effectiveness within the Ministry: ~ Consider a phased-in review and implementation of Lean processes for the Operating Grant and the facilities asset management (FAME) processes. ~ Work with other human service ministries and the Regional Intersectoral Committees to review the Child Nutrition and Development Program for effectiveness. ~ Continue to implement Public Service Renewal in the Ministry. • Explore the conversion of assessment programs into digital form. • Ensure Ministry processes, practices, and policies are in compliance with the New West Partnership agreement. • Continue the on-going review of child care programs, focusing on financial accountability and governance in the sector. • Continue to develop the PreK-12 Strategic Framework in consultation with provincial partners in education.

Performance Measures

Measure	Baseline / Trend Line Information
Number of Prekindergarten programs targeted at vulnerable children, funded by the Ministry of Education, including number of children impacted	

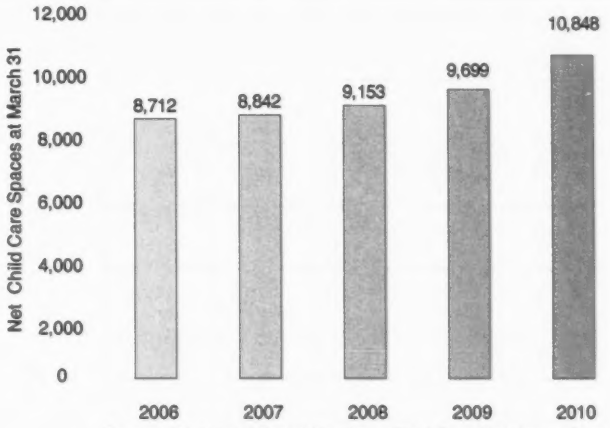
Source: Ministry of Education, Early Learning and Child Care Branch

Measure Description

"We know that quality early childhood education and care (ECEC) sows the seeds for lifelong well-being, that every dollar invested in ECEC means much less spent on health care and social programs later in life, and that this investment reaps immeasurable dividends in terms of healthier, happier, better adjusted, more productive citizens." (Pulsus Group Inc. (2009). Senator Wilbert Joseph Keon OC. *Paediatric Child Health Vol 12 No 10 December 2009*)

Saskatchewan's Prekindergarten programs provide vulnerable three-and-four year old children with developmentally appropriate programming that focuses on fostering social development and self-esteem, nurturing educational growth and school success, promoting language development, and engaging families. This measure, in support of the strategy support positive learning experiences, and academic and holistic development of young children, reflects the Ministry's commitment to preparing vulnerable children for success in their learning experience by increasing the number of PreK spaces available more than eight fold since 1997. Beginning with the 2009-10 school year, the Ministry assumed funding of approximately 19 PreK programs that school divisions were previously funding with local resources.

In addition to funding, the Ministry's role is to provide guidelines, professional development, and consultative support.

Measure	Baseline / Trend Line Information
Number of licensed child care spaces in Saskatchewan	

Source: Ministry of Social Services, Child Care Mainframe System; Ministry of Education Maximizer software database

Measure Description

High quality child care services contribute to Saskatchewan's economy, both now and in the future, by providing support to parents who want to participate in today's labour force, or to seek post-secondary education. This measure, in support of the strategy provide equitable opportunities for all students regardless of where they live or their personal circumstances, reflects the extent to which the Ministry assists families and children needing licensed early learning and child care services. The number of available child care spaces has increased by approximately 25 per cent since April 1, 2006 when the Ministry assumed responsibility for early learning and child care services from the Ministry of Social Services.

The Ministry licenses, monitors, and provides funding to support child care facilities in accordance with established regulations, funds development of new child care spaces, and provides policy and program direction, advice and professional and evaluation supports related to licensed child care.

The net number of licensed child care spaces available in Saskatchewan is impacted by circumstances such as the closure of facilities or delays in construction, over which the Ministry has limited control.

Measure	Baseline / Trend Line Information

15-year-old student performance in mathematics, reading, and science in the Programme for International Student Assessment (PISA)

	2000: (baseline)	525	533
	2003:	516	532
	2006:	507	527
	2009:	504	524
	2000: (baseline)	529	534
	2003	512	528
	2006	507	527
	2009:	506	527
	2000: (baseline)	522	529
	2003	506	519
	2006:	517	534
	2009:	513	529

*(**2000 and 2003 Data Source**: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005)*
*(**2006 and 2009 Data Source**: Statistics Canada (2007and 2010), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, Tables B1.1, B2.1, B2.2)*

Measure Description

PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). It is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and sheds light on a range of factors that contribute to successful students, schools, and education systems.

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales used to arrive at overall reading, mathematics, and science scores were standardized to produce an international average of 500, with two-thirds of student scores between 400 and 600.

In Canada, approximately 23,000 15-year-olds from about 1,000 schools across the ten provinces participated in PISA 2009. This measure, in support of the strategy to support improved student achievement and well-being, and literacy of all learners, shows that Saskatchewan 15-year-olds continue to perform statistically significantly below the Canadian average in all performance areas measured, and are trending downward in mathematics and reading in particular.

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their operational conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services that are delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS} and School Community Councils as a means of effecting a change in these results. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results. As well, the Ministry is developing initiatives in response to the final report of the Provincial Panel on Student Achievement.

Measure	Baseline / Trend Line Information		
13-year-old student performance in mathematics, reading and writing, and science on the national Pan-Canadian Assessment Program (PCAP)	2007: (baseline)	461	500
	2007: (baseline)	471	500
	2007: (baseline)	480	500

[1] Scores include three sub-domains of the integrated process of reading: comprehension, interpretation, and response to text.

***2007 Data Source**: The Council of Ministers of Education, Canada (2007). PCAP-13 2007 Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science. pp 19, 35, 36*

Measure Description

The PCAP is the Council of Ministers of Education Canada's most recent commitment to informing Canadians about their education systems. The information gained gives each minister of education a basis for examining the curriculum and other aspects of their school systems. The scales used to arrive at overall reading, mathematics, and science scores were standardized to produce a national average of 500, with two-thirds of student scores between 400 and 600.

In Canada, approximately 20,000 13-year-olds participated in PCAP 2007 and wrote the reading (primary) segment of the test (15,000 in English and 5,000 in French). About 10,000 wrote the mathematics and science (secondary) segments (7,500 in English and 2,500 in French). Although this is just one measure of student achievement at one age level in support of the strategy to support improved student achievement and well-being, and literacy of all learners, the 2007 mean score for Saskatchewan students is statistically significantly lower than that of Canadian students overall, in all three domains.

The second PCAP occurred in the spring of 2010, with results anticipated to be released in mid-2011.

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Measure

Per cent of students[1] in a cohort[2] entering Grade 10 in the year shown who complete Grade 12 within three, four or five years

Baseline / Trend Line Information

2000-01	73.1	--[4]	78.00	--	79.8	--
2001-02	73.2	--	77.8	--	79.6	--
2002-03	73.9	--	78.6	--	80.5	--
2003-04	75.0	--	79.0	--	80.4	--
2004-05	75.6	31.5	79.7	41.1	81.4	46.9
2005-06	73.8	31.4	78.4	41.5	80.1	46.9
2006-07	74.5	31.9	79.2	42.5	n/a	n/a
2007-08	74.1	32.5	n/a	n/a	n/a	n/a

[1] Data includes students in provincially funded, Independent, and First Nations schools.
[2] Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time
[3] Self-declared First Nations and Métis.
[4] Reliable data for First Nations and Métis students was not available prior to 2004-05.

NOTE: Student Data System numbers may differ from those previously reported due to broader inclusion of students on the System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education (2010), Student Data System

Measure Description

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, eliminating the gap between aboriginal and non-aboriginal learners who complete Grade 12 is an economic, social, and ethical necessity. This measure, in support of the strategies to support improved student achievement and well-being, and literacy of all learners and support improved literacy, student achievement, and well-being of First Nations and Métis learners, reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10. The rate has remained relatively stable since 2001.

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The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS}, School Community Councils and "stay in school" messages as a means of influencing these results. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results. As well, the Ministry is developing initiatives in response to the final report of the Provincial Panel on Student Achievement.

Measure	Baseline / Trend Line Information

Proportion of provincially funded schools and public libraries choosing CommunityNet (CNet), connected to CNet, and meeting Industry Canada's (IC) 2003 broadband standard

	Schools[2]	Libraries	Schools[3]	Libraries[3]	Schools[3]	Libraries[3]
2008 (baseline)	80.9% (583 of 721)	100.0% (310 of 310)	100.0% (583 of 583)	71.0% (220 of 310)	46.8% (273 of 583)	4.8% (15 of 310)
2009	80.4% (578 of 719)	100.0% (310 of 310)	100.0% (578 of 578)	84.5% (262 of 310)	65.7% (380 of 578)	10.3% (32 of 310)
2010	80.6% (578 of 717)	100% (306 of 306)	100% (578 of 578)	93.1% (285 of 306)	65.6% (379 of 578)	40.5% (124 of 306)

[1] A high-capacity Internet connection capable of supporting full-motion, real-time audio and video applications, peer-to-peer file interactions, etc. Minimum symmetric bandwidth is 1.5 megabits per second per individual user (subject to change).
[2] Some (approximately 20 per cent) provincially funded schools choose an alternate network to connect to the Internet, or choose not to be connected to the Internet.
[3] Proportion of those schools and libraries choosing CommunityNet.

Source: Ministry of Education, Network Services

Measure Description

CommunityNet is Saskatchewan's private broadband network that also provides access to the Internet. Access to information and resources through technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. It is equally important that users have an Internet connection that allows full participation in their learning opportunities. It is imperative to create and maintain a reliable technology infrastructure that meets the needs of, and supports the increasing demand by, users. Enhancing this infrastructure to meet the Industry Canada standard will accomplish this task.

This measure, in support of the strategy to provide equitable opportunities for all students regardless of where they live or their personal circumstances, shows that all schools and 93.1 per cent of public libraries choosing to be connected to the Internet through CommunityNet are connected, and 65.6 per cent of those schools and 40.5 per cent of those public libraries have a connection that meets or exceeds Industry Canada's 2003 broadband standard.

The Ministry provides funding for the expansion and upgrading of the CommunityNet infrastructure.

Measure	Baseline / Trend Line Information
Student transitions between Grades 7 and 10, by student characteristic	At July 29:

	Grade 7 Cohort		Grade 8	
	2005-06	2006-07	05-06 Cohort	06-07 Cohort
TOTAL	13,541	13,447	96.8%	97.3%
Self-Declared Aboriginal	2,887	2,992	91.9%	93.4%
Male	7,037	6,888	96.7%	97.2%
Female	6,504	6,559	96.9%	97.4%
Urban	7,448	7,384	97.5%	98.4%
Rural	5,236	5,215	97.4%	97.5%
North	857	848	86.7%	86.7%

	Grade 9	
	05-06 Cohort	06-07 Cohort
TOTAL	94.7%	94.4%
Self-Declared Aboriginal	88.5%	86.2%
Male	94.6%	94.3%
Female	94.9%	94.5%
Urban	95.6%	96.2%
Rural	95.8%	95.5%
North	80.3%	74.1%

	Grade 10	
	05-06 Cohort	06-07 Cohort
TOTAL	91.2%	92.0%
Self-Declared Aboriginal	78.2%	79.0%
Male	90.9%	91.9%
Female	91.5%	92.1%
Urban	92.6%	94.4%
Rural	92.8%	92.4%
North	68.1%	68.6%

NOTE: 'Not re-enrolled' data may include some inaccurate coding of student information as well as those students who may have discontinued school.

Source: Ministry of Education, Student Data System

Measure Description

There are several critical transitions as students move into, through, and out of the PreK-12 education system. The transition from middle to secondary grades is of particular importance in the persistence to completing Grade 12. This measure follows two cohorts of Grade 7 students, one enrolled in the 2005-06 school year and the other enrolled in the 2006-07 school year, and tracks their transitions over the next three years.

This measure, in support of the strategy to support all early learning to Grade 12 learners in transitioning to, within, between, and from education systems, shows there is not much difference between male and female students, or urban and rural students after three years. However, the data does show that self-declared Aboriginal and northern students have the lowest proportion continuing from Grade 7 to Grade 10 and the highest proportion of students not re-enrolled after three years; but these subpopulations also have the largest proportion still attending school three years later albeit they are continuing previous grades.

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their operational conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS}, School Community Councils and "stay in school" messages as a means of influencing these results. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results. As well, the Ministry is developing initiatives in response to the final report of the Provincial Panel on Student Achievement.

Measure	Baseline / Trend Line Information
Student transitions between Grades 7 and 10, by student characteristic	**At July 29:**

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Grade 8	
05-06 Cohort	06-07 Cohort
96.8%	97.3%
91.9%	93.4%
96.7%	97.2%
96.9%	97.4%
97.5%	98.4%
97.4%	97.5%
86.7%	86.7%

	Grade 9	
	05-06 Cohort	06-07 Cohort
TOTAL	94.7%	94.4%
Self-Declared Aboriginal	88.5%	86.2%
Male	94.6%	94.3%
Female	94.9%	94.5%
Urban	95.6%	96.2%
Rural	95.8%	95.5%
North	80.3%	74.1%

	Grade 10	
	05-06 Cohort	06-07 Cohort
TOTAL	91.2%	92.0%
Self-Declared Aboriginal	78.2%	79.0%
Male	90.9%	91.9%
Female	91.5%	92.1%
Urban	92.6%	94.4%
Rural	92.8%	92.4%
North	68.1%	68.6%

NOTE: 'Not re-enrolled' data may include some inaccurate coding of student information as well as those students who may have discontinued school.

Source: Ministry of Education, Student Data System

Measure Description

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This measure, in support of the strategy to support all early learning to Grade 12 learners in transitioning to, within, between, and from education systems, shows there is not much difference between male and female students, or urban and rural students after three years. However, the data does show that self-declared Aboriginal and northern students have the lowest proportion continuing from Grade 7 to Grade 10 and the highest proportion of students not re-enrolled after three years; but these subpopulations also have the largest proportion still attending school three years later albeit they are continuing previous grades.

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Measure	Baseline / Trend Line Information

Age of provincially funded schools

Before 1980	637	88.6 %
1980-81 to 1989-90	42	5.8 %
1990-91 to 1999-00	18	2.5 %
2000-01 to 2009-10	24	3.3 %
TOTAL	721 [2]	100%

[1] *Includes replacement schools.*
[2] *Number of schools at September 30 in most recent year shown.*

Source: Ministry of Education, Education Finance and Facilities BranchSource.

Measure Description

The provision and maintenance of high quality learning facilities has a direct impact on the system's ability to help students achieve optimal performance.

This measure demonstrates that more than 88 per cent of provincially funded schools were constructed 30 or more years ago, with an estimated 15 per cent (97) of those schools being constructed 60 or more years ago. Statistics Canada estimates the service life of education buildings at about 40 years. While the physical condition of some of these aging schools may be satisfactory, changes in teaching and learning practices and the introduction of additional programs or initiatives may require additional and/or redesigned space. This presents particular challenges when trying to retrofit existing schools to these new requirements such as: supporting vulnerable children through special programs and initiatives such as *KidsFirst* and community schools; providing space for child care and PreK programs; providing facilities that support First Nations and Métis language and cultural programming; and, dual language programming.

The Ministry's strategy to enhance learning facilities including child care centres, PreK-12 institutions, and public libraries is also challenged by a number of factors such as enrolment fluctuations, inflation in the construction industry, and economic realities. Sufficient capital funding is essential to improving this measure.

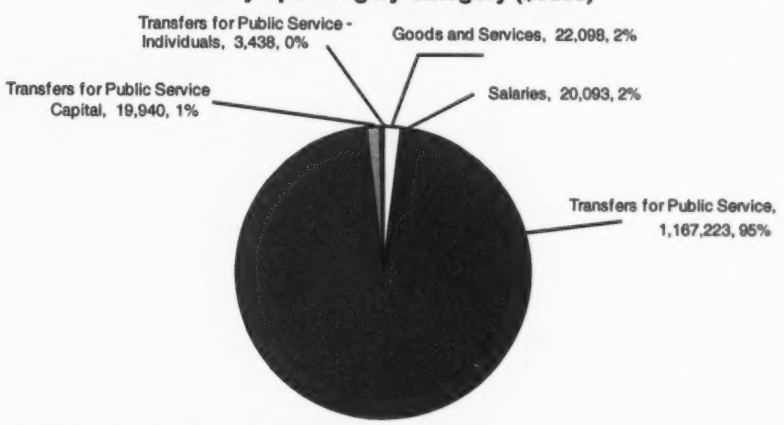
Financial Summary

Highlights of Appropriation and Expense 2011-12

2011-12 Estimates	(in thousands of dollars)
Central Management and Services	13,699
PreK-12 Education	1,136,057
Early Learning and Child Care	63,525
Curriculum and E-Learning	4,792
Literacy	2,458
Provincial Library	12,261
Ministry Operations Appropriation	**1,232,792**
Capital Asset Acquisitions	
Capital Asset Amortization	1,000
Ministry Expense	**1,233,792**
Teachers' Pension and Benefits	198,507
Total Appropriation	**1,431,299**
Ministry FTE	**310.4**

For more information, see the Budget Estimates at: http://www.finance.gov.sk.ca/budget2011-12/

Ministry Spending by Category ($000s)


Transfers for Public Service - Individuals, 3,438, 0%
Goods and Services, 22,098, 2%
Transfers for Public Service Capital, 19,940, 1%
Salaries, 20,093, 2%
Transfers for Public Service, 1,167,223, 95%

Notes:

- *Chart excludes Teachers' Pension & Benefits and Capital Asset Acquisitions.*
- *Transfers for Public Service ($1,167.223M) consist primarily of payments to School Divisions and child care facilities for operations.*
- *Transfers for Public Service – Capital ($19.940M) consist primarily of grants to School Divisions for investment in infrastructure.*
- *Transfers for Public Service – Individuals ($3.438M) provides targeted programs for young children and children with disabilities, and their families*

HIGHLIGHTS

The following are key announcements from the Ministry of Education's 2011-12 Budget:

- The overall funding for school divisions will increase by $36 million or 2.3 per cent in 2011-12.
- In 2011-12 there will be $19.9 million for capital; $13.9 million for school capital, $4 million for school-based child care capital and $2 million for Prekindergarten capital funding.
- This budget provides $2.1 million for 500 additional child care spaces, some of which will be designated to post-secondary institutions. There will also be 40 new Prekindergarten programs primarily targeted for vulnerable 3 and 4 year-olds. This brings the total number of licensed child care spaces operational or in development at the end of the 2011-12 fiscal year to approximately 12,700, and the total number of Prekindergarten programs to 270.
- There will also be $2.9 million in this budget for education initiatives that are part of a broader government commitment to work with First Nations and Métis stakeholders and the federal government to close education and employment gaps for First Nations and Métis people.
- Libraries and Literacy organizations will receive a general increase in funding of 1.5 per cent and community-based organizations will also see a 1.5 per cent increase in funding.
- Education Property Tax will be reduced by $55.6 million, fulfilling the Government's promise to provide Education Property Tax relief. The mill rates have been set at: 3.91 mills for agriculture; 9.51 mills for residential; 12.25 mills for commercial property tier 1; 14.75 mills for commercial property tier 2; and, 18.55 mills for commercial property tier 3.

For More Information

Please visit the Ministry's website at **www.education.gov.sk.ca**, for more information on the Ministry's programs and services.